

First Grade Standards Progression 2012-13

Grade 1	Weeks 1-6	Weeks 7-12	Weeks 13-18	Weeks 19-24	Weeks 25-30	Weeks 31-36
Represent and solve problems involving addition and subtraction.						
1.OA.1 - Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	<ul style="list-style-type: none"> I can solve addition and subtraction word problems within 10. 	<ul style="list-style-type: none"> I can solve addition and subtraction word problems within 15. 	<ul style="list-style-type: none"> I can solve addition and subtraction word problems within 20. 			
1.OA.2 - Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.				<ul style="list-style-type: none"> I can find the sum within 20 of word problems with three whole numbers. 		
Understand and apply properties of operations and the relationship between addition and subtraction.						
1.OA.3 - Apply properties of operations as strategies to add and subtract. <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i>	<ul style="list-style-type: none"> I can change the order of addends to make equal equations. I can change the grouping of whole numbers to make equal equations. 	<ul style="list-style-type: none"> I can change the order of addends to make equal equations. I can change the grouping of whole numbers to make equal equations. 				
1.OA.4 - Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i>			<ul style="list-style-type: none"> I can solve subtraction problems by finding the missing addend. 	<ul style="list-style-type: none"> I can solve subtraction problems by finding the missing addend. 		

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Add and subtract within 20.						
1.OA.5 - Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).			<ul style="list-style-type: none"> I can count on to add. I can count back to subtract. 			
1.OA.6 - Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).			<ul style="list-style-type: none"> I can add and subtract within 20. 	<ul style="list-style-type: none"> I can add and subtract within 20. I can fluently add and subtract within 10. 		
Work with addition and subtraction equations.						
1.OA.7 - Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i>				<ul style="list-style-type: none"> I can compare the values on each side of the equal sign. I can decide if an equation is true or false. 	<ul style="list-style-type: none"> I can compare the values on each side of the equal sign. I can decide if an equation is true or false. 	
1.OA.8 - Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of</i>				<ul style="list-style-type: none"> I can find the unknown value in an addition or subtraction equation with three whole 	<ul style="list-style-type: none"> I can find the unknown value in an addition or subtraction equation with three whole 	

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<i>the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.</i>				numbers.	numbers.	
Extend the counting sequence.						
1.NBT.1 - Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	<ul style="list-style-type: none"> I can start with any number and count to 100. I can read and write numbers to 30. 	<ul style="list-style-type: none"> I can start at any number and count up to 120. I can read and write numbers to 75. 	<ul style="list-style-type: none"> I can read and write numbers up to 120. 			
Understand place value.						
1.NBT.2 - Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones—called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	<ul style="list-style-type: none"> (a) I can put ones together to make a ten. 	<ul style="list-style-type: none"> (b) I can identify numbers from 11 to 19 as being made of one ten and some ones. (c) I can identify a multiple of 10 as some tens and 0 ones. 				
1.NBT.3 - Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	<ul style="list-style-type: none"> I can compare two single-digit numbers using $>$, $<$, or $=$. 		<ul style="list-style-type: none"> I can compare two 2-digit numbers using $>$, $=$, and $<$. 			
Use place value understanding and properties of operations to add and subtract.						
1.NBT.4 - Add within 100, including adding a two-digit number and a one-					<ul style="list-style-type: none"> I can add a two-digit number to a one-digit 	<ul style="list-style-type: none"> I can add a two-digit number to a one-digit

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digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.					<p>number.</p> <ul style="list-style-type: none"> • I can add a two-digit number to a multiple of 10. • I can relate my strategy to a written method and explain my reasoning. (Strategies: concrete models, drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction) 	<p>number.</p> <ul style="list-style-type: none"> • I can add a two-digit number to a multiple of 10. • I can relate my strategy to a written method and explain my reasoning. (Strategies: concrete models, drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction)
1.NBT.5 - Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.					<ul style="list-style-type: none"> • I can mentally find 10 more or 10 less than a number and explain my reasoning. 	<ul style="list-style-type: none"> • I can mentally find 10 more or 10 less than a number and explain my reasoning.
1.NBT.6 - Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.					<ul style="list-style-type: none"> • I can subtract multiples of 10 from larger multiples of 10. • I can relate my strategy to a written method and explain my reasoning. (Strategies: concrete models, drawings, and 	<ul style="list-style-type: none"> • I can subtract multiples of 10 from larger multiples of 10. • I can relate my strategy to a written method and explain my reasoning. (Strategies: concrete models, drawings, and

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					strategies based on place value, properties of operations, and/or the relationship between addition and subtraction)	strategies based on place value, properties of operations, and/or the relationship between addition and subtraction)
Measure lengths indirectly and by iterating length units.						
1.MD.1 - Order three objects by length; compare the lengths of two objects indirectly by using a third object.						<ul style="list-style-type: none"> I can order three objects based on their lengths. I can compare the lengths of two objects based on the length of a third object.
1.MD.2 - Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>						<ul style="list-style-type: none"> I can accurately measure and express the length of an object.
Tell and write time.						
1.MD.3 - Tell and write time in hours and half-hours using analog and digital clocks.		<ul style="list-style-type: none"> I can tell and write time to the hour and half-hour using digital and 				

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		analog clocks.				
Represent and interpret data.						
1.MD.4 - Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.						<ul style="list-style-type: none"> • I can organize and represent data with up to three categories. • I can ask and answer questions about data.
Reason with shapes and their attributes.						
1.G.1 - Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes that possess defining attributes.				<ul style="list-style-type: none"> • I can describe, build, and draw a shape by using its properties. • I can explain which attributes make a shape what it is. 		
1.G.2 - Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.				<ul style="list-style-type: none"> • I can create a different two- or three-dimensional shape using other two- or three-dimensional shapes. 		
1.G.3 - Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two					<ul style="list-style-type: none"> • I can partition circles and rectangles into 2 equal shares. • I can partition circles and 	

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of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.					<p>rectangles into 4 equal shares.</p> <ul style="list-style-type: none"> • I can describe equal shares using appropriate vocabulary. • I can explain what happens to equal shares when I partition them into smaller shares. 	
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